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The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

**DEPARTMENT OF
EDUCATION AND HUMAN DEVELOPMENT**

**Guidelines for APT Decisions:
Appointment, Promotion and Tenure**

Approved by the Faculty on March 28, 2012 for implementation beginning Fall 2013
Under revision: May 20, 2013

Table of Contents

Introduction.....	1
Mission Statement.....	2
Teaching.....	2
Scholarship.....	4
Scholarship Defined.....	5
Service.....	6
Roles and Responsibilities.....	7
Faculty Member.....	7
APT Committee.....	8
Department Chair.....	8
Voting Policy.....	9
Standards and Procedures for Evaluating Teaching.....	10
Promotion to Rank of Assistant Professor (and Renewal at Rank	
Assistant Professor).....	10
Promotion to Rank of Associate Professor.....	12
Promotion to Rank of Professor.....	13
Standards and Procedures for Evaluating Scholarship.....	14
Basis for Judgment.....	15
Renewal at Rank of Assistant Professor.....	16
Promotion to Rank of Associate Professor.....	17
Promotion to Rank of Professor.....	17
Standards and Procedures for Evaluating Service.....	18
Renewal at Rank of Assistant Professor.....	18
Promotion to Rank of Associate Professor.....	18
Promotion to Rank of Professor.....	19
Performance at Rank.....	20
Assistant Professor.....	20
Associate Professor.....	22
Professor.....	23
Appendix: Classroom Observation Protocol	25

INTRODUCTION

Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department's system of weighting the relative importance of teaching, scholarship and service (although as a general rule, teaching must always be weighed at least 50%, and scholarship must be weighed more heavily than service). Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost & Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. *The guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation.* Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate's professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate's potential for achieving and/or performing at, the highest academic rank.

MISSION STATEMENT

The Department of Education and Human Development at The College at Brockport State University of New York is committed to providing programs that prepare its graduates to meet the highest professional teacher standards for certification in New York State. The department's faculty and staff are committed to preparing graduates who will be agents of change within the larger community and leaders who will promote and advance educational reforms, which improve student learning.

We believe that the central function of the College is teaching and learning. The Department of Education and Human Development holds a unique position in the College for its very foundation is teaching and learning. Exemplary educational programs incorporate research-based methods to inform instruction. As a result, the programs offered by the department are based on the best pedagogical research. Faculty members strive to be models for "best, research-based" practice in their respective fields.

Successful teaching, scholarship and service should continue throughout a faculty member's career. Guidelines for tenure and promotion will be used as benchmarks for a faculty member's continuing performance, as evidenced through the annual report and reappointment portfolios. In order for a faculty member to receive a positive recommendation for reappointment, promotion, and tenure, the faculty member must have a satisfactory performance at rank in teaching, scholarship, and service. The evaluation of faculty must maintain the following formula for current and future generations of faculty: Teaching>Scholarship>Service where teaching \geq 50%.

TEACHING

Fostering the development of future teachers and the professional growth of practicing teachers is a central mission of the department. Teaching is a profoundly complex activity that enables students to understand themselves and their society, and prepares them to address the

responsibilities of living in a democratic society and the many challenges of a complex world. The department is committed to producing graduates who understand these responsibilities and challenges, and who are well prepared to guide their students through the educational experience. We strive to inspire in future and practicing teachers a passion for teaching and an appreciation of the responsibility that teachers accept for the development of their students.

We believe teachers are active inquirers. They use insights from intentional and systematic inquiry to make informed instructional decisions. In order to become teachers who take an inquiry stance to their work, learners engage in active, ongoing inquiry throughout their programs of study. Embedded in fieldwork and coursework, future teachers and practicing teachers learn to pose and search for answers to important and intriguing questions such as: the process of learning and teaching; the ways in which students learn; and, how families and schools are socially, historically, politically, and culturally situated.

Building and maintaining productive relationships with teachers and schools is essential to the strength and health of our programs. Field-based experiences involve many full-time faculty in the direct supervision of field experiences, developing and maintaining relationships with teachers and administrators, and the establishment of a variety of partnerships with the public schools. Because our programs are grounded on a solid knowledge base in the content areas taught in the schools, we maintain close working relationships with the faculty in the liberal arts.

For faculty demonstrating an active program of scholarship, or for faculty with major service responsibilities, is a 3/3 teaching course load, or its equivalent. The faculty member and the department chairperson, in consultation with the dean, determine whether a faculty member

demonstrates an active program of scholarship or has major service responsibilities. Faculty who do not meet this expectation will generally be assigned to teach a 4/4 teaching course load.

SCHOLARSHIP

Scholarship is essential to the professional development and academic vitality of the College, department and faculty. While scholarship of faculty members in our department takes a wide variety of forms, we share the understanding that scholarship and teaching are closely interrelated. Our work is situated in the social contexts of teaching and learning in our own classrooms, in the schools where we work with teachers and teacher candidates, and in the broader contexts of the communities in which we work. Collaboration with teachers, administrators, students, parents, and others are key to conducting meaningful scholarship. And, as a result, the potential for building and sustaining a strong, diverse community of scholars is created.

Such work not only contributes to the body of knowledge in our field, it shapes our work as teacher educators. A central goal of our program is to help our teachers and teacher candidates learn to take an inquiry stance toward their own work as teachers. To accomplish this goal, it is crucial that we demonstrate this inquiry stance toward teaching in our own work as teachers. While we study our own teaching and our candidates' learning, it is important that we make visible to the teacher candidates how our inquiry shapes our work as teachers.

Scholarship Defined

An active program of scholarship in the Department of Education and Human Development is defined as continuous engagement in the process of doing scholarship, reflecting on scholarship, and the development of scholarly products to be shared with the educational community at large. Scholarship may include: action research projects, best practices, educational policies, research based on scientific or naturalistic methodology, response papers, book reviews. There is a need to value the new forms of scholarship as described in The College at Brockport's "Faculty Roles and Rewards" document in addition to some of the more traditional forms.

We recognize that there are stages involved in scholarly pursuit including: designing studies, data collection, drafting and editing findings, and final completion of the scholarly endeavor. While we do not want to lock any faculty into a certain scholarly linear design protocol, often the judgment comes with the final submission of a document for publication in an appropriate and respected academic venue. The ultimate point of scholarship is that a final product is expected to be shared with members of the broader educational community.

An active scholarly agenda can be documented by providing evidence of work in progress and by providing scholarly reflection as a member of an intellectual community. Proper documentation reflects the effort a faculty member is making to contribute to the body of knowledge in one's field.

A faculty member who has not maintained an active program of scholarship, and plans to reactivate a scholarly agenda, will submit a research plan to the department chair. The plan should include a description of the proposed scholarship and a two-year timeline, which reflects the faculty member's involvement in the work over that time and a description of how the faculty

member anticipates that the scholarly work reflects the forms of scholarship previously described.

SERVICE

Service is an essential activity for governance and the continued growth and development of the College, the school, the profession, the department, and the community. In addition are the normal activities of the day-to-day committee work for the governance and functioning of the department found in student advisement, registration, search committees, and so forth. Beyond the department are the College-wide committees, university committees, and work that support an individual's professional associations at the state and national levels. In addition, faculty may be involved in outreach, which includes community activities that enhance the College's reputation, supports the College's efforts in advancement, admissions, and student success, and which may relate to the faculty member's area(s) of professional expertise.

The service obligations in departments that have a field-based component central to its mission are extremely time-consuming. Collaborative relationships with schools and school districts are critical to our programs. Building and maintaining strong, productive collaborative relationships does not happen once and then continue without nurturing and renewal. Faculty service obligations are also impacted by state teacher certification regulations and accreditation requirements. We recognize that the amount of service that an individual faculty member does each year will vary.

ROLES and RESPONSIBILITIES

Faculty Member

It is the faculty member's responsibility to be aware of the policies and procedures of the department and the College as they relate to reappointment, tenure or promotion. Further, faculty members need to know their own renewal dates and obligations for personnel actions.

It is the faculty member's responsibility to create a professional portfolio for renewal and/or promotion and continuing appointment. The faculty member may add further information that develops after the initial set of professional portfolio has been submitted, e.g., publisher's acceptance of a candidate's manuscript. The candidate may respond in writing to the APT Committee or chairperson's recommendation and may withdraw an application for renewal or promotion/continuing appointment at any step in the process.

APT Committee

The APT Committee is responsible for reviewing and assessing the professional portfolios based on the department's APT document and College policies. This includes a formal teaching observation by an APT Committee member or faculty designee. Following its deliberations, the APT Committee prepares a letter of recommendation that is shared with the candidate. The recommendation is then forwarded to the department chairperson.

Department Chairperson

The department chairperson is responsible for informing the faculty that the APT Committee's recommendation is available for review and for arranging a faculty vote on the recommendation. Following an independent review, the chairperson writes a recommendation

letter that is shared with the candidate. The candidate's documentation, APT recommendation, and chairperson's recommendation are forwarded to the dean.

VOTING POLICY

1. The following individuals have voting rights:
 - a. All full-time tenured and tenure-track faculty
 - b. The department chairperson, by virtue of the fact the he/she has an independent evaluation and recommendation, will not vote
 - c. The candidate under consideration will not vote
 - d. Professional staff, non-tenure track faculty, and adjunct faculty will not vote
2. A quorum is all eligible voters, including those individuals voting in absentia, minus two.
3. The results of the vote shall be reported as raw data.

It is important that the voting faculty have carefully read the documentation and criteria as established by the department. Documentation shall be housed in the departmental office and shall be signed out and signed in on return with the departmental secretary.

STANDARDS AND PROCEDURES FOR EVALUATING TEACHING

The Faculty Roles and Rewards Committee (December 1998) defined the teaching element of the faculty role as follows:

Teaching/learning: Encompasses promoting, guiding, facilitating, and evaluating student learning. Faculty members are catalysts for creating and adapting learning environments in and outside the classroom that stimulate students to learn, to be curious, to be critical thinkers, effective writers and speakers, and creative problem solvers. Effective teaching and learning are dependent upon faculty utilizing a variety of teaching techniques and designing and revising curriculum to produce student learning outcomes. Included within teaching/learning are the professional development processes of attending workshops and conferences and efforts necessary to maintain mastery of subject matter and teaching methodologies. Also included are the teaching-related activities of independent study and thesis supervision, field supervision, mentoring of students, and student involvement in research.

Assessment of Teaching: In order to give teaching the stature it should have, its evaluation for term appointment, continuing appointment and promotion must be rigorous. It must involve some form of student evaluation, peer review of a teaching portfolio and may include peer observation of classroom performances. The teaching portfolio may include the following: teaching philosophy; student learning outcomes; grading practices; assignments, requirements, and assessment methods; , mentoring, independent study projects, and supervision of theses; accomplishments of present and past students when directly related to the educator's influence; quality and effectiveness of pedagogical strategies; development and use of instructional technology; innovation for the purpose of improved learning productivity; and evidence that the course content is current.

Promotion to Rank of Assistant Professor (and Renewal as Assistant Professor)

Achievement of the appropriate terminal degree, e.g., M.F.A., Ph.D., Ed.D., D.S.W., establishes a person as qualified in the discipline/profession. In addition, there is the expectation that the person has the potential for achieving excellence in the discipline/profession and for attaining the highest rank in the department.

The candidate should provide a portfolio of teaching materials that addresses the multiple aspects of the instructional role. This includes demonstration of knowledge of the discipline/profession, skills of pedagogy, including clear and precise communication and methods of instruction, and interest in the educational achievements of students. Documentation should include course syllabi and related materials. Reviewers of these materials will look for demonstration of the use of contemporary sources and good correlation of content, method, and student interest and need; and relationship to the academic standards of the institution.

Contents of the Teaching Portfolio *[Asterisks (*) mark required documentation]*

A. *Statement of Teaching Philosophy and Focus** should begin the section on teaching. This statement should address the candidate's educational values, ideals, and goals as they relate to the department, PEU, School, and College missions. The statement should also include self-evaluation of successes in teaching, efforts to improve teaching generally or in a particular course, assessment and achievement of student learning outcomes, and general and specific course effectiveness. This section should also:

- List courses taught including contact hours and the number of students enrolled in each, including student teaching supervision where applicable *
- Include other pertinent information directly related to teaching and advisement (see Section F below).

B. *Student Evaluation* is one aspect of teaching evaluation. The portfolio should include:

- Summary table of student IAS ratings of the four global questions for all courses taught during the period under review and summary of student teaching evaluations were applicable.*
- Written comments and/or personal assessment of ratings
- Instructor-developed instruments for student feedback
- Department-solicited letters of support or comment about teaching.

C. *Student Outcomes and Accomplishments* are a reflection of one aspect of instructor effectiveness. The portfolio should include:

- Table of grade distributions for each course/section including personal interpretation of distributions in relationship to teaching philosophy and notions of academic rigor and challenge
- Student performance on standardized tests related to candidate's expertise
- Student entrance into graduate school
- Student employment rates in the field and success in the workplace
- Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects.

D. *Improvement of Teaching* is an ongoing and individualized process for every teacher. The portfolio should include:

- Professional development as a teacher, e.g., workshops, conferences *
- Efforts to remain current in the field, e.g., professional associations
- New applications of technology to teaching, including online or hybrid courses
- Revision of course instructional approach
- Course or program assessments to improve teaching.

E. *Teaching-Related Activity Beyond the Classroom* varies by individual faculty load. The portfolio should include:

- Independent study and/or masters' thesis/project supervision
- Mentoring of students
- Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
- Service on student organization and/or advisory committees.
- Number of advisees
- Guest lectures, workshops, and so forth.

F. *Peer Evaluation* takes many forms but should include review of a representative sample of instructional materials and observation by colleague(s). The portfolio may also include:

- Review of course syllabi, assignments, examinations, and teacher candidate work samples*
- Observation or videotape review by department colleague(s) (see Appendix)*
- Appropriate integration of technology
- Contributions to curriculum and course development or revision
- Interviews of current students and/or alumni
- Awards or recognition related to teaching.

Promotion to Rank of Associate Professor

A faculty member promoted to the rank of Associate Professor has demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: Effectiveness in Teaching, Scholarship, and Service. There must be evidence that the faculty member has made sustained high quality contributions to the Department and the College as an Assistant Professor. The faculty member has established a commendable reputation beyond the campus for scholarly work in the field. In addition, there is the expectation that the faculty member has made discernible progress toward achieving excellence in the discipline/profession and for attaining the highest rank in the department.

The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence.

Contents of the Teaching Portfolio *[Asterisks (*) mark required documentation]*

The section on Assistant Professor should be included for the period since continuing appointment or the last review period, whichever is more recent. For promotion to the rank of Associate Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor. For this purpose, the teaching portfolio should, in addition to the two required items, include evidence of achievement in two or more of the following areas:

- providing active mentoring of a new faculty member through a delineated program of activities
- revising courses to assure a continuous state of development and use of extensive and current resources
- undertaking new course assignments successfully. (e.g., providing team or course leadership, by designing, developing and successfully teaching new courses not previously part of a department's offerings and/or by participating successfully in college-wide instructional programs
- providing whole-class student evaluations of teaching effectiveness in a variety of courses over a reasonable period of time since appointment or promotion to the rank of Assistant Professor*
- confirming teaching excellence by departmental colleagues through class observation or videotape*
- demonstrating consistent, successful involvement with independent studies, research projects, final major student works, and/or theses.

Promotion to Rank of Professor

A faculty member promoted to the rank of Professor has demonstrated professional growth and excellence on a continuous basis in the rank of Associate Professor in all three performance areas: Effectiveness in Teaching, Scholarship, and Service. The evidence must clearly support the faculty member's role as an established leader in the department and in the College and that his/her contributions are of high quality, have been sustained over a reasonable period of time as an Associate Professor, and suggests likelihood of continued productivity. The faculty member now holds a national, and possibly international, reputation for scholarship in the

field. All the following criteria should be met to warrant favorable consideration for promotion to the rank of Professor.

The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence.

Contents of the Teaching Portfolio *[Asterisks (*) mark required documentation]*

Information marked with an asterisk () in the section on Assistant Professor should be included for the period since continuing appointment or the last review period, whichever is more recent.* For promotion to the rank of Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Associate Professor. For this purpose, the teaching portfolio should, in addition to the two required items, include two or more additional items from the following areas:

- demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources;
- undertaking successfully new course assignments and by designing, developing, and successfully teaching new courses not previously part of curricular offerings;
- providing whole class evaluations in a variety of courses since promotion to the rank of Associate Professor;*
- confirming teaching excellence by departmental colleagues who are directly familiar with the person's work through observations or videotaping*;
- evidence of a major contribution to the department or college-wide instructional program; and
- external assessment or reviews of student and graduate accomplishments or creative works that have a direct link to the faculty member.

STANDARDS AND PROCEDURES FOR EVALUATING SCHOLARSHIP

Following Boyer (1997), scholarship in the Department of Education and Human Development is understood to encompass the scholarship of discovery, integration, and application. The Department values all three forms of scholarship equally. As described in the SUNY Brockport “Faculty Roles and Rewards” document, these categories of scholarship are defined in the following ways:

- A. The scholarship of Discovery is defined as the creation of new knowledge or artistic expression within the discipline. Examples include, but are not limited

to original research as reported in articles, books, and conference presentations; performances, inventions and patents, and software development.

- B. The scholarship of Integration is defined as the synthesis of existing knowledge or creative work within one or more disciplines into new patterns and / or for new audiences. Examples include, but are not limited to interpretive studies or criticism, critical reviews, editing scholarly work, and development of public policies or of interdisciplinary programs.
- C. The scholarship of Application is defined as the utilization of discipline-based knowledge to solve problems. Examples include, but are not limited to, development and implementation of innovative public school programs or consulting work in the public or private sector based on the faculty member's discipline-based knowledge and expertise.

Basis for Judgment

Documentation of scholarly activity is the responsibility of the candidate. The majority of documentation should be in the form of products that are refereed. At the same time, it is understood that emerging forms of scholarship may involve non-traditional indicators. Faculty members are encouraged to seek the advice of the APT committee regarding the appropriateness of the proposed alternative scholarship indicators.

The scholarship of faculty members in the Department takes a wide variety of forms, both in focus, methodology and in mode of presentation. For that reason, it is not possible to anticipate all the particular products and other forms of documentation of scholarship that will reflect scholarly achievement for individual faculty members.

External review, which will assess the candidate's entire body of work is required for promotion to full professor. The following criteria must be met:

- External reviewers must hold faculty positions at institutions comparable to The College at Brockport, SUNY.
- The candidate and members of the APT committee shall compile a pool of possible reviewers.

- The APT committee will select and contact external reviewers from this pool.

Renewal at Rank of Assistant Professor

The candidate demonstrates continuous and substantive progress toward the standards for tenure and promotion to associate professor. Evidence of scholarship initially may focus on the presentation of doctoral dissertation work and extension/application of that work.

Promotion to Rank of Associate Professor/Continuing Appointment

For promotion to Associate Professor, the faculty member must show significant advancement in the area of scholarship beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation results to new areas of investigation. The demonstration of scholarship must include products/performances that are subject to external peer review and contribute to the body of knowledge in the field.

The candidate will prepare a Scholarship Focus and Summary. This statement will include the following components:

- a) an overview of the area of scholarship*
- b) a list of each scholarly product with a brief description of the peer review process and reputation of each product/piece*
- c) a brief reflective critique.*

The minimum requirements for tenure and promotion from assistant to associate professor include publishing at least four publications in peer-reviewed journals*.

*If the scholarly products are collaborative efforts, the faculty member should have participated sufficiently in the work and taken responsibility for appropriate portions of the content. Authorship credit should be demonstrated and based on (1) substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; and (2) drafting the article or revising it critically for important intellectual content; and (3) final approval of the published version. The faculty member should completely and clearly identify his/her contributions in a collaboratively published journal article.

Since APT Committee members cannot be expected to be experts in all faculty members' areas of expertise, the faculty member shall be responsible for supporting all claims concerning the importance, relevance, contribution to, or quality of any scholarly products. Overall, it is the faculty member's responsibility to make the case that she/he meets and exceeds the scholarship requirements.

Promotion to Rank of Professor

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor, i.e., six scholarly products since last promotion, two of which are in the last five years. There should be evidence of new and more sophisticated levels of achievement. Successful scholarship has led by now to products that have been subject to further review. Furthermore, the significance of the faculty member's accomplishment is attested to by peers and reputable figures in the field away from campus:

- Recognition of the quality of the work should be made evident and available in the form of reviews, comments and citations in the works of others, direct letters of assessment by recognized authorities off-campus solicited by the department*, and invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, and so forth.
- Reputation of the journal in which the articles, research projects, works have appeared will be an important consideration, as will the publishers or sponsors.
- Honors or awards that serve to recognize the candidate's contributions for long term work in the field and/or new interpretations and applications of scholarship.
- Scholarly accomplishment should reflect continued growth and productivity as a scholar.

STANDARDS AND PROCEDURES FOR EVALUATING SERVICE

Faculty members should play a service role commensurate with their rank and the changing needs of their various constituencies. Faculty will prepare a statement of all relevant service activities with a brief description of their individual responsibilities, participation, and any product developed.

Where service is community-based, such activity should have a direct relationship to the faculty member's disciplinary expertise or to the central mission of the College.

Promotion to Rank of Assistant Professor

At the Assistant Professor level, the faculty member's expected role is that of an active participant on departmental committees and other specific responsibilities as assigned. Initial involvement in College, community, and/or regional professional service begins at this level. Evidence of participation may be provided through several types of evaluation including letters from committee chairs citing specific contributions to the work of the committees.

Promotion to Rank of Associate Professor

The candidate should demonstrate excellence on a continuous basis in the area of service during the period of tenure as Assistant Professor. The level and impact of service should have expanded significantly in at least one arena, i.e., campus, community, or profession. As noted earlier, community-based service must have direct relevance to the candidate's area of disciplinary expertise. *The candidate should prepare a summary of service activities including specific responsibilities and leadership roles assumed.* Demonstration of service contributions should come from among the following:

- leadership roles on departmental, College, community, and/or professional committees
- participation in service activities beyond the department (some faculty may become focused in one area of service outside the department, e.g., professional association leadership, while others may participate at many levels)

Evidence of participation and leadership may be provided through several types of evaluation, e.g.,

- peer review
- letters from committee chairs citing specific contributions to the work of their committee
- substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives
- active leadership in disciplinary professional organizations
- grant submissions from external funding sources

Promotion to Rank of Professor

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. Not only has the candidate consistently played a constructive role in departmental meetings, committees, academic advisement and College-wide faculty governance since the last promotion, s/he is now an acknowledged leader in the department, the College, and the profession. This may be demonstrated by providing the following evidence:

- increased complexity in administrative duties; (e.g., the candidate has chaired a variety of committees both inside and outside the department);
- the excellence of his/her contributions to the committees is testified to by colleagues and can be illustrated in tangible ways; and
- the work/product of the committees is exemplary and significant to the College or organization.

PERFORMANCE AT RANK

It is expected that after promotion, the quality of performance in teaching, scholarship, and service will continue at the same level after the candidate has achieved rank. This continuing performance at rank is used as the basis for consideration for promotion to the next rank, is a prerequisite for consideration for discretionary salary increases, and influences decisions about awards. Each faculty member is expected to carry a 3/3 course load or its equivalent, that he/she will maintain an active, productive program of scholarship and make significant service contributions. Faculty who do not maintain an active program of scholarship will not be demonstrating performance at rank and may be required to contribute significantly more in teaching and service.

Performance at Rank: Assistant Professor

The candidate is actively involved in teaching, scholarship and service such that he or she will be able to obtain promotion to associate professor. See the above discussion of active teaching, scholarship, and service.

The achievement of an appropriate terminal degree (e.g., doctorate) establishes the individual as qualified in the profession. The expectation is that the individual has the ability to achieve the highest rank in the department and the potential to demonstrate excellence in the education profession. Performance at rank includes the preparation of a portfolio of teaching materials that addresses the multiple aspects of the instructional role. This includes documentation and demonstration of knowledge of the education discipline, skills of pedagogy, including clear and precise communication and methods of instruction, interest in the educational achievement of students, utilization of student feedback to improve teaching, and involvement in student advising.

Teaching

Student evaluation of teaching scores should be in the good to excellent range for IAS and departmental evaluation. If these scores are not in this range, improvement in teaching should be demonstrated during the following year. At minimum, evidence of updating syllabi that reflects student feedback and currency in the field must be reflected in the faculty annual report. Demonstration of reflection on the current year's teaching and plans for improvement or updating teaching for the upcoming year is required.

Minimally, faculty should be functioning at rank on an annual basis in teaching.

Scholarship

In the department the successful completion of doctoral dissertation demonstrates minimal scholarly competence at this level. Additionally, evidence of a commitment to continued scholarly productivity is necessary and involves demonstrated initiative by the candidate, to establish a framework and focus for scholarship, future research and professional development. The candidate is expected to begin writing for publication in the education field and presenting at various levels in professional education forums. Renewal applications should demonstrate scholarly activity e.g., scholarly publications and professional presentations done in the education field.

Service

Service is an important role in the academic and professional communities and is an expectation within the total professional obligation. At this level, the faculty member's expected role is that of active participant on departmental committees. Initial involvement in College, community and/or regional professional service also begins at this level.

Performance at Rank: Associate Professor

Teaching

To maintain performance at rank in teaching, the associate professor must consistently meet the *Teaching Expectations* that define minimal requirements for teaching competency. He/she is expected to achieve mastery of teaching methods, to be able to provide evidence of effective student learning, and to make significant contributions to the development of new methods and curricula.

Minimally, faculty should be functioning at rank on an annual basis in teaching.

Scholarship

To perform at rank in scholarship, the associate professor must continue to maintain an active and productive scholarship program. The best evidence of this is a record of producing *at* least 3-4 significant products (e.g., journal articles, book chapters, grant submissions that lead to products, presentations at major conferences and/or professional meetings), or equivalent (e.g., scholarly books, textbooks, published software) every five years. The candidate must be first author on at least one of the products, and all published materials must be peer-reviewed.

Minimally annual performance at rank includes an active program of scholarship. An active program is conference presentations, consistent work on scholarship agenda, grant submission and so forth.

Service

For performance at rank in service, the associate professor must maintain a continuing commitment to service activities, including regular service on departmental committees as needed, a solid record of participation in other department functions (e.g., significant

contributions to departmental committees), and additional activity at the College level (e.g., membership on College-wide committees) and beginning service to the profession. There should be evidence of leadership in service, (e.g., chairing committees at the department, College or professional level and or significant contributions to committees).

Minimally, faculty should perform at rank annually in service.

Performance at Rank: Professor

Teaching

The professor is expected to be a model and mentor for less experienced colleagues and provide leadership in such matters as changes in departmental curricula and assessment of curricula and student learning. The professor will be one to whom younger colleagues will look for assistance, information, ideas, wisdom and inspiration. Additionally, to demonstrate excellence in teaching, the candidate must show clear evidence of excellence success and or involvement with students.

Minimally, faculty should perform at rank annually in teaching.

Scholarship

To perform at rank in scholarship, the professor must continue to maintain an active and productive scholarship program. Being at rank may be demonstrated by the accumulative, ongoing body of scholarly publications, editorial positions on academic publications, demonstrating a significant impact as evidenced by reputation, citation, and invited addresses.

Minimally, faculty should perform at rank annually in scholarship.

Service

For performance at rank in service, the professor must maintain an outstanding record of participation in departmental, college and or professional service activities. Examples may include holding a major office in professional organization, chairing departmental committees and/or substantial documented contributions as a committee member. Performance at rank consists of more than spending a lot of time and effort on service activities; it also means that the professor demonstrates his or her service activities have made a major impact on the department, the College and or the profession.

Minimally, faculty should perform at rank annually in service.

Appendix

Faculty Classroom Observation Protocol

Department of Education and Human Development The College at Brockport, SUNY

Instructor: _____
Faculty Observer: _____
Length of Visit: _____

Course: _____
Observation Date: _____
Class Size: _____

*Note: This instrument attempts to capture through peer-observation *what actually occurs* in the class during the teaching event, observation without presupposing any particular instructional approach. The faculty observer's narrative allows for a more holistic and contextual description.

I. Observation Prompts:

Pre-observation questions: What is the focus of class today? What will I see? What are your goals? What concepts will you explore?

Method of Instruction

Comment on the presentation of the course class material: organization, presentation style, use of examples, use of technology, variety of instructional activities, use of class time, interest in students, instructor knowledge/preparation.

Instructor/Student Interaction

Describe in detail the nature of student involvement and interactions: e.g., opportunities for questions and interaction among students, answers to questions, checks for understanding, facilitation of discussion, nature and level of student engagement, rapport. Describe opportunities for critical thinking.

Critical Questions for Observer:

When did the students seem particularly engaged? What was particularly effective? What seemed problematic? What was the nature of critical thinking activities? What teaching events raised questions? In what ways did students seek clarification? What evidence exists of student learning?

**Please provide faculty with a copy of the observation notes.*

II. Post-observation meeting with faculty observer:

What were the strengths?

Areas in need of improvement?

Plan for improvement?

Suggested Resources: (e.g., CELT library)

III. Post-observation video self-analysis (Optional):

Adapted from: Higher Education Teaching Certification (HETC) Program, Center for Teaching Effectiveness, University of Delaware (Based on instrument developed at University of Maryland, 1987)